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ABSTRACT

Because children entering kindergarten come with a variety of preschool and home experiences, and accordingly, with varying levels of school readiness, the Wyoming Early Childhood Readiness Standards have been developed to provide a more consistent definition of school readiness. The goal for the Standards is to provide early childhood educators with a framework to use in planning quality curriculum by identifying the skills (indicators) needed to maximize the potential for school success and promote a smooth transition to kindergarten. The readiness standards and indicators cover eight domains/content areas as follows: (1) Language (listening and understanding, and speaking and communicating); (2) Literacy (phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge; (3) Social Emotional Development (self-concept, self-control, prosocial behavior, and knowledge of families and community; (4) Approaches to Learning (representation and symbolic thinking, initiative and curiosity, engagement and persistence, and reasoning and problem and solving); (5) Mathematics (numbers and operations, geometry and spatial issues, and patterns and measurement; (6) Science (scientific methods, scientific skills, and scientific knowledge); (7) Physical Health and Development (gross motor skills, fine motor skills, and health practices); and (8) Creative Arts (music and movement, art, and dramatic play). (Includes letters of endorsement.) (HTH)

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WYOMING DEPARTMENT of EDUCATION

Early Childhood Readiness Standards

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INTRODUCTION

The Wyoming Early Childhood Standards Task Force, appointed by Judy Catchpole, State Superintendent of Public Instruction, is pleased to present the Wyoming Early Childhood Readiness Standards. The Task Force, supported by the Wyoming Department of Education in collaboration with the Wyoming Early Childhood Development Council, included representation from agencies and organizations involved in providing early care and education services to young children in Wyoming.

PURPOSE

The Wyoming Early Childhood Readiness Standards have been developed to provide a more consistent definition of school readiness. Our goal is to provide early childhood educators with a framework to use in planning quality curriculum by identifying the skills (indicators) needed to maximize the potential for school success and promote a smooth transition to kindergarten.

RATIONALE

Children entering kindergarten come with a variety of preschool and home experiences, and accordingly, with varying levels of school readiness. Research indicates that children who start behind stay behind. Providing children with a strong start significantly contributes to their long-term development and learning success.

The majority of early childhood standards documents currently available are written as "program" standards. They define health, safety and educational experiences that programs must provide for young children.

We encountered two challenges in developing the Wyoming Early Childhood Readiness Standards. The first challenge was to define our vision or "ideal" for school readiness. The second challenge was to determine the indicators (benchmarks) appropriate for five year olds entering kindergarten.

The Head Start Outcomes Framework provided the guidance needed in linking the developmental domains of early childhood (cognitive, language, social/emotional, motor) with the content areas associated with K-12 district standards (Language, Literacy, Approaches to Learning, Math, Science, Social Studies, Physical Health and Development, Creative Arts). Current research on the important role of early brain development, early literacy and social-emotional competencies was used to set the indicators at a level needed to promote optimum readiness for school success.

GUIDANCE

The Wyoming Early Childhood Readiness Standards were created for use as a guide for planning preschool curriculum to promote learning. They should never be used as an assessment tool, nor to delay entry of children who are age eligible to participate in kindergarten programs.

Early childhood educators are advised to use the standards in combination with developmentally appropriate assessment practice in order to make informed decisions regarding preschool curriculum and individualized learning needs. Appropriate early childhood assessment methods include: observation, developmental checklists linked to curriculum, portfolios and parent interview. Periodic assessment helps determine where each child's skills are on the continuum of development. This provides early educators with the information they need in order to provide individualized learning. Educators can then plan high quality learning experiences designed to promote the development of school readiness skills, especially in programs that serve children at-risk, including those with disabilities.

The current focus on academic readiness has the potential to promote developmentally inappropriate practice through a "downward push" of elementary school curriculum into preschool. Early childhood educators need an understanding of child development, the developmental continuum for three to five year olds, developmentally appropriate curriculum and assessment practices as well as early childhood teaching pedagogy to ensure appropriare methods are used to promote school readiness.

Note: For information on developmentally appropriate practice and the continuum of development for children age three to five, refer to the resources marked with an asterisk (*), listed below

RESOURCES

This document incorporates information and perspectives from a wide array of resources, including:

- Head Start Outcomes Framework
- Wyoming Department of Education K-12 Common Core Standards
- Standards from other states, including Connecticut, Colorado, and Missouri
- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children,* a joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), 1998
- **Starting Out Right: A Guide to Promoting Children's Reading Success,* Burns, M.S., Griffin, P, and Snow, C. (Eds.), Washington, DC: Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, 1999
- **Scaffolding Early Literacy,* Bodrova, Elena, McRel, 2001
- **Building Early Literacy and Language Skills,* Paulson, L., SoprisWest, 2001
- **Creative Curriculum Connecting Content, Teaching and Learning,* Dodge, D., Colker, L. and Heroman, Cate , Teaching Strategies, Inc. Washington, D.C., 2001
- *Dimensions of Readiness,* National Education Goals Panel, 1991
- *The Kindergarten Year,* (Early Childhood Longitudinal Study), National Center for Educational Statistics (NCES), 2001
- *Preventing Reading Difficulties in Young Children,* National Research Council, National Academy Press, Washington, DC, 1998
- *Building Strong Foundations for Early Learning:* U.S. Department of Education Guide to High-Quality Preschool Programs, 2000

ACKNOWLEDGEMENTS

The Wyoming Department of Education (WDE), in partnership with the Governor's Early Childhood Development Council would like to acknowledge the hard work and dedication of the following individuals who participated on the Wyoming Early Childhood Standards Task Force. The members represented early childhood and education experts from across the state. They include:

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Krista Hamilton	Early Childhood Specialist/Program Administrator, Cheyenne

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Cindy Adams	Administrative Specialist, WY Dept. of Education
Vickie Deag	Administrative Specialist, WY Dept. of Education
Barbara Ingledue	Administrative Specialist, WY Dept. of Education

I. LANGUAGE
Domain/Content Area

(A) LISTENING AND UNDERSTANDING
(Receptive Language)

Standard: The child listens for a variety of purposes.

PERFORMANCE INDICATORS

1. **Demonstrates understanding of language through responses.**

   Snapshot: Jill was listening when the teacher asked the group to share what they did during the holiday break. She responded, "I went to my grandparents house and played with my cousins."

2. **Understands and follows simple and multiple-step directions.**

   Snapshot: When asked, Kathy hangs up her coat and joins her friends on the rug.

3. **Understands an increasingly complex and varied vocabulary.**

   Snapshot: Adults in Mark's environment introduce new words and expand his vocabulary. "Mark, I noticed you really like those books on dinosaurs. Did you know that Tyrannosaurus Rex was a carnivore?"

4. **Understands basic language concepts.**

   Snapshot: Ann understands a variety of concepts: including opposites such as hot and cold; spatial and directional concepts such as over and under; and time concepts such as morning and afternoon.

5. **Discriminates among different environmental sounds.**

   Snapshot: Spencer runs for the telephone when he hears it ring, and Brett looks out the window when he hears a bird chirping.

6. **Understands "who, what, where, when, why" questions.**

   Snapshot: Bonnie responds appropriately when asked, "Where are your shoes?"

7. **Listens to and engages in conversation with others.**

8. **Progress in listening to and understanding English, (for non-English speaking children).**

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I. LANGUAGE
Domain/Content Area

(B) SPEAKING AND COMMUNICATING
(Expressive Language)

Standard: The child uses language to communicate for a variety of purposes.

PERFORMANCE INDICATORS

1. Asks and answers simple questions.

   Snapshot: Lawrence asks Julie, "What is that book about?" Julie responds, "It's about dogs."

2. Initiates conversation and responds appropriately to discussions with peers and adults.

3. Uses an increasingly complex and varied spoken vocabulary.

4. Demonstrates age-appropriate speech articulation.

   Snapshot: John's speech is easily understood by others. (Note: Preschool children may have some articulation errors, such as S, L, and R sounds.)

5. Communicates in complete sentences of increasing length and grammatical complexity.

   Snapshot: John's typical sentence length is five or more words: "My grandma took me to the store and bought me a new raincoat."

6. For non-English speaking children, progress is made in speaking English.

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II. LITERACY
Domain/Content Area

(A) PHONOLOGICAL AWARENESS

Standard: The child will demonstrate awareness of the different sounds in language.

PERFORMANCE INDICATORS

1. **Recognizes rhymes.**

   Snapshot: Pat asks, "Does Mark rhyme with park?"

2. **Completes a rhyme.**

   Snapshot: Ginny completes the sentence, "I saw a bug crawling on the _____."

3. **Creates strings of words with the same initial sound (alliteration).**

   Snapshot: Kerri repeats a line from the "B" Book, "Big brown bear, blue bull . . . . ."

4. **Distinguishes individual spoken words in sentences.**

   Snapshot: As four-year old Claire's speech improved, she was heard asking her friend Chris, "Will you give me a turn?' instead of, "You gimmea turn?'

5. **Combines syllables to produce spoken words.**

   Snapshot: At group circle time, the teacher plays "guess the name" game, saying, "Who's name is this Shir- - -la?" Shirla responds, "Shirla! That's my name!"

6. **Segments syllables in spoken words.**

   Snapshot: Virginia Claps as she says each syllable in her name. "Vir — gin — ia" equals three claps.

7. **Discriminates sounds in spoken language.**

   Snapshot: Bonnie asks Ann, "Are these two sounds the same Mmmmm - - - - - Zzzzz?"

8. **Recognizes onset (initial) sounds of spoken words.**

   Snapshot: Julia asks, "Whose name starts with a Ssssss?" Suzanne answers, "Mine does!"

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II. LITERACY
Domain/Content Area

(B) BOOK KNOWLEDGE AND APPRECIATION

Standard: The child will demonstrate knowledge and appreciation of books.

PERFORMANCE INDICATORS

1. **Listens to and discusses a variety of stories.**

2. **Expresses interest in reading-related activities.**

   Snapshot: Kim brings her dad the book, *Goodnight Moon*, and asks him to read it to her before bedtime.

3. **Knows how to handle and care for books.**

   Snapshot: Kristen holds the book upright, turns the pages, scans pages from top to bottom and left to right, and understands the book is for reading.

4. **Retells stories with a beginning, middle and end.**

   Snapshot: Annette picks out a favorite book to use in re-telling a story to a friend, turning pages in sequence to connect the pictures to her tale.

5. **Predicts what will happen next in a story.**

   Snapshot: As the teacher reads the story of the three bears, Allysin announces, "Goldilocks is going to break the baby bears chair!"

6. **Makes connections between self and story.**

   Snapshot: While drawing a picture of her Daddy and her dog, Cheryl Says, "My Daddy and I take my dog for a walk."

II. LITERACY
Domain/Content Area

(C) PRINT AWARENESS AND CONCEPTS

Standard: The child will demonstrate understanding of print concepts.

PERFORMANCE INDICATORS

1. Demonstrates awareness of print in various environments.

2. Understands the different functions of various forms of print.

   Snapshot: Janey's Aunt Mary offered to make her some pudding. As Aunt Mary looked at the back of the pudding mix box, Janey asked, "What does it say we need to do to make it?"

3. Tracks print left to right and top to bottom.

   Snapshot: The teacher asks Joe to locate on the page where to begin. Joe tracks the print in the storybook from left to right, top to bottom and left page to right page.

4. Demonstrates understanding that print conveys a message.

   Snapshot: Judy notices the letters "EXIT" on a sign above a doorway and asks, "Is that the way out?"

   Snapshot: Beth receives a birthday card from Grandma and asks Mom, "What does it say?"

5. Recognizes the association between spoken and written words.

   Snapshot: Anita is playing "waitress" and writes (scribbles) words to represent the foods ordered by her "customers."

6. Recognizes a word as a unit of print.

   Snapshot: Pat identifies her name in a sentence.

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II. LITERACY
Domain/Content Area

(D) EARLY WRITING

Standard: The child uses writing as a means of expression / communication.

PERFORMANCE INDICATORS

1. **Understands that writing serves a variety of purposes.**

   Snapshot: During playtime Joe says, " I'm making a grocery list for my mom." Suzy says, "I'm writing a letter to my grandmother."

2. **Represents stories and experiences through pictures, dictation and in play.**

   Snapshot: Rebecca makes a birthday card for her mother. On her card she draws a picture of herself with her mother, then writes her message, I L U, and prints her name.

3. **Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).**

   Snapshot: Clair uses finger paints to write her name.

4. **Writes familiar words, such as his/her own name.**

5. **Reads own writing.**

   Snapshot: Ginny scribbles a story on paper and reads it to Ann and Bonnie.

II. LITERACY
Domain/Content Area

(E) ALPHABET KNOWLEDGE

Standard: The child demonstrates knowledge of the alphabet.

PERFORMANCE INDICATORS

1. Associates at least ten letters with their shapes or sounds.

2. Recognizes beginning letters in familiar words.

   Snapshot: Mary Ann's mother asks, "Can you show me where the (magnetic) letter 'M' is on the refrigerator?"

3. Identifies letters out of alphabetical sequence.

   Snapshot: Shirla points to each of the letters in her name as her teacher calls them out.

"The early childhood years from birth to age eight are the most important for literacy development. Specific abilities required for reading and writing come from immediate experiences with oral and written language. The single most important activity for building the skills essential for reading success appears to be reading aloud to children." -Excerpted from Learning to Read and Write: Developmentally Appropriate Practice for Young Children: A Joint Position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).

"During the first years and months of life, children's experiences with language and literacy begin to form a basis for their later reading success. Research consistently demonstrates that the more children know about language and literacy before they arrive at school, the better equipped they are to succeed in reading" -National Research Council "Starting Out Right: A Guide to Promoting Reading Success."

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III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(A) SELF CONCEPT

Standard: The child demonstrates a positive sense of self.

PERFORMANCE INDICATORS

1. Shows ability to separate from family and adjust to new situations.

   Snapshot: Nancy says goodbye to family member without undue stress as she is dropped off at preschool.

2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.

   Snapshot: Kim knows who is allowed to give her medicine and talks about why she should not go anywhere with strangers.

3. Recognizes/expresses own feelings and responds appropriately.

   Snapshot: Krista calmed herself down when she was angry at her friend and used words to explain what had upset her.

4. Stands up for rights.

   Snapshot: Anita tells her friend who asks to paint at the easel, "I am not done yet, you can have a turn when I am finished."

5. Demonstrates confidence in a range of abilities and expresses pride in accomplishments.

   Snapshot: Kristen completes a difficult puzzle, she smiles and shouts, "I finally did it, all by myself!"

6. Demonstrates knowledge of body parts and their functions.

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III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(B) SELF CONTROL

Standard: The child demonstrates respect for self and others.

PERFORMANCE INDICATORS

1. **Demonstrates self-regulation.**

   Snapshot: Bryan's teacher complimented him when he was able to attend and participate at group time without teacher assistance.

2. **Demonstrates self-direction and independence.**

   Snapshot: Neleta surprised her mother by brushing her teeth after breakfast, without being reminded.

3. **Takes responsibility for own well-being.**

   Snapshot: Ginny notices it is snowing and puts on her winter jacket before going outside to play.

4. **Respects and cares for classroom environment and materials.**

   Snapshot: Clair put away the blocks before getting out the clay.

5. **Follows classroom routines and rules.**

   Snapshot: Kristin reminds her friend Kim to wash her hands before going to the snack table.

   Snapshot: Mark enters the preschool and hangs up his coat and backpack before joining the group at circle time.

6. **Attends to task long enough to be successful.**

   Snapshot: Cheryl works on a puzzle for ten minutes, until she can do it all by herself.

III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(C) PRO-SOCIAL BEHAVIOR

Standard: The child demonstrates pro-social behavior.

PERFORMANCE INDICATORS

1. **Plays well with various children.**

   Snapshot: Vickie plays with a small group following social rules and showing acceptance of peers regardless of race, gender, ethnicity or abilities.

2. **Develops a sense of friendship.**

   Snapshot: Beth tells her mom that Kerri is her best friend.

3. **Recognizes the feelings of others and responds appropriately.**

   Snapshot: Suzanne notices Julia's sad expression and asks. "What's wrong?"

4. **Respects the rights of others and shares.**

   Snapshot: Mike reminds Susan, who does not want to give up her turn, that it is Kathy's turn on the swing.

5. **Engages in problem solving strategies to resolve conflicts.**

   Snapshot: Les asks his friend Bob for the dinosaur. When Bob refuses, Les offers to trade the truck for the dinosaur.

III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(D) KNOWLEDGE OF FAMILIES AND COMMUNITY

Standard: The child demonstrates knowledge of families and communities.

PERFORMANCE INDICATORS

1. **Identifies similarities and differences between themselves and others.**

   Snapshot: Montgomery says, "I have blond hair and blue eyes just like Anna."

2. **Identifies family composition and personal characteristics including gender, address, phone number and last name.**

   Snapshot: Corey drew a picture of his family, and told his teacher, "This is my mom, Nancy, my dad, John, and my little brother Nathan. We live at 555 West Tenth Street. My phone number is 123-4567."

3. **Identifies roles and relationships within different family structures and cultures.**

   Snapshot: While playing the dramatic play area, Bonnie says, "I'm the mom, you be the dad and go to work."

4. **Describes some people's jobs and what is required to perform them.**

   Snapshot: Heather told her teacher, "When I grow up I want to be a fireman and put out fires."

5. **Understands concepts and language of geography in the context of their classroom, home and community.**

   Snapshot: Craig said, "I live across the street from the park."

IV. APPROACHES TO LEARNING
Domain/Content Area

(A) REPRESENTATION AND SYMBOLIC THINKING

Standard: The child demonstrates skills in representation and symbolic thinking.

PERFORMANCE INDICATORS

1. Takes on pretend roles and situations.

   Snapshot: Matthew says, "Let's play school, I'll be the bus driver."

2. Uses objects to represent real items in make believe play.

   Snapshot: Melissa holds a block to her ear and pretends to make a phone call.

3. Creates and interprets representations.

   Snapshot: Jason used blocks to create separate "cages" for the animals in his "pet shop." She then added a bowl to each cage filled with different types of food, explaining, "The brown beads are the dog food and the white paper circles are the cats' milk."

"To be ready to learn, children must have built a solid social and emotional foundation. A child who is socially and emotionally ready for school and thus ready to learn has many, though not all, of the following characteristics: he or she is confident, friendly, has developed or will be able to develop good relationships with peers, and is able to concentrate on and persist at challenging tasks. The child must also be able to listen to instructions and be attentive."

A Good Beginning

IV. APPROACHES TO LEARNING
Domain/Content Area

(B) INITIATIVE AND CURIOSITY

Standard: The child demonstrates initiative and curiosity in learning.

PERFORMANCE INDICATORS

1. Participates in an increasing variety of tasks and activities.

2. Makes independent choices.

   Snapshot: During free play, Patty decides to read a book in the library area.

3. Demonstrates flexibility, imagination and inventiveness.

   Snapshot: Kate suggests using a block as a doorstop when the classroom doorstop disappears.

4. Demonstrates eagerness and curiosity as a learner, through active exploration.

   Snapshot: Monica eagerly explores a variety of learning centers in the classroom.

5. Is willing to try new things.

IV. APPROACHES TO LEARNING
Domain/Content Area

(C) ENGAGEMENT AND PERSISTENCE

Standard: The child demonstrates ability to engage in and complete age appropriate tasks.

PERFORMANCE INDICATORS

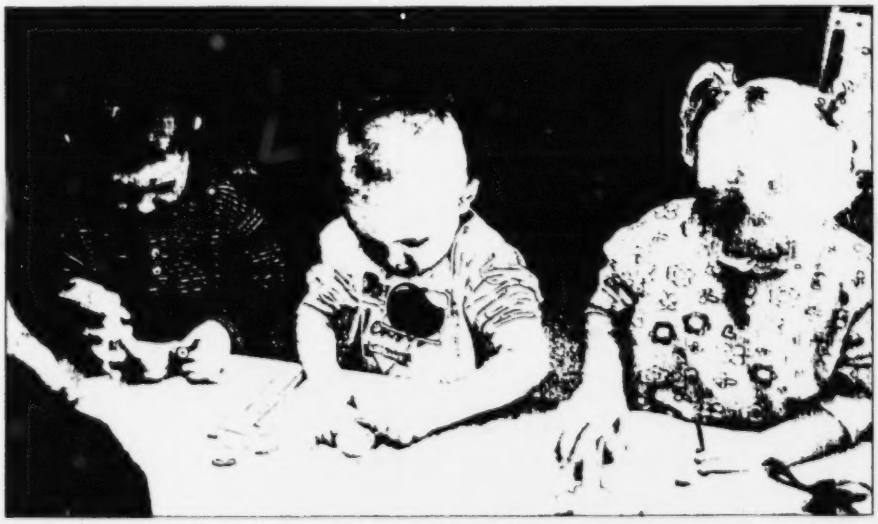
1. **Persists in and completes a variety of tasks.**

   Snapshot: When Shelley tries out a new puzzle, she doesn't give up easily if the pieces don't fit together on the first try , but keeps working, occasionally asking for help, until all the pieces are back in place to complete the puzzle.

2. **Sets goals. Develops and follows through on plans.**

   Snapshot: Damion announces, "I'm going to build a car with the Legos." He then gets the box of Legos off the shelf and uses them to make a car.

3. **Develops ability to work independently.**



IV. APPROACHES TO LEARNING
Domain/Content Area

(D) REASONING AND PROBLEM SOLVING

Standard: The child demonstrates skills in problem solving.

PERFORMANCE INDICATORS

1. Finds more than one solution to a problem, task or question.

   Snapshot: Irene suggests trading one toy for another or using a timer for the toy so they can take turns.

2. Recognizes and solves problems through trial and error. Interacts with peers and adults.

   Snapshot: Allyson reminds Lisa that it is Bonnie's turn on the tricycle. When Lisa refuses to give Bonnie a turn, Allyson asks the teacher to intervene.

3. Classifies, compares and contrasts objects and events according to their unique attributes.

   Snapshot: Lawrence puts himself in the group wearing shoes that tie, and then in the group with blue shoes.

"Problem solving is key in being able to do all other aspects of mathematics. Through problem solving, children learn that there are many different ways to solve a problem and that more than one answer is possible. Children are naturally curious about everyday problems. Invite your children to figure out solutions to everyday situations. You can do this by talking about the problem, asking your children for ways to solve it, and then asking how they came up with those solutions."

"Reasoning is a major part of problem solving. You can help children think through a questions and come up with a useful answer by simply asking your children questions and listening to answers. Encourage them to figure out "why" they think something is the way it is, and then check out their ideas. Encourage them to think for themselves rather than try to figure out what answer you want to hear."

Excerpted from "Early Childhood: Where Learning Begins – Mathematics"
U.S. Dept of Ed. ED PUBS 1999

V. MATHEMATICS
Domain/Content Area

(A) NUMBER AND OPERATIONS

Standard: The child demonstrates understanding of number concepts.

PERFORMANCE INDICATORS

1. Uses one-to-one correspondence in counting objects and matching groups of objects.

   Snapshot: When told he could have six animal crackers for snack, David counted out the correct number to put on his plate.

2. Uses language to compare numbers of objects.

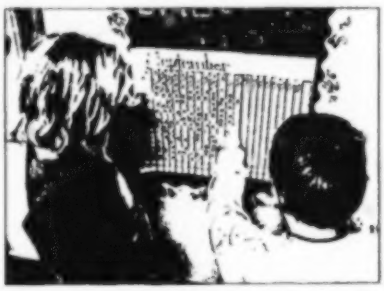
   Snapshot: At snack time, Chris announced, "Clair only has two crackers and I have three, she needs more!"

3. Demonstrates ability to combine, separate and name "how many" concrete objects.

   Snapshot: Yvette separates the bear counters into piles by size and counts four baby bears, two mama bears and two papa bears. She then puts them all together and says, "I have eight bears."

4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.

   Snapshot: At circle time, Lorraine points to the calendar and says, "That's the number four and that is how old I am!"



5. Uses numbers and counting as a means for solving problems and determining quantity.

   Snapshot: Morita counts out the number of children who will be having lunch and collects the appropriate number of cups and napkins to set the table.

6. Demonstrates ability to count in sequence to ten or beyond.

   Snapshot: Scott counted all the children at circle time and declared, "There are nine children here today."

V. MATHEMATICS
Domain/Content Area

(B) GEOMETRY AND SPATIAL SENSE

Standard: The child demonstrates understanding of geometry and spatial sense.

PERFORMANCE INDICATORS

1. **Recognizes, names, describes and compares common shapes, their parts and attributes.**

   Snapshot: Sherry showed Jim how to put the blocks away in the right places, saying, "The big rectangle blocks go on this shelf and the small squares go next to them."

2. **Puts together and takes apart shapes.**

   Snapshot: John cut his paper circle in four pieces; he separated the shapes and put them back together again.

3. **Determines whether or not two shapes are the same size and shape.**

4. **Matches, sorts, puts in a series and regroups objects according to different attributes.**

   Snapshot: Carter likes to play with his toy cars. Sometimes he groups them by type (i.e., race cars and emergency vehicles) or size. He often lines them up in a row, from largest to smallest.

5. **Demonstrates understanding of directionality, order and positions of objects, and positional words.**

   Snapshot: Luis puts objects in, on, under, on top of or next to another object as requested.

V. MATHEMATICS
Domain/Content Area

(C) PATTERNS AND MEASUREMENT

Standard: The child demonstrates understanding of patterns and measurements.

PERFORMANCE INDICATORS

1. **Recognizes, duplicates and extends simple patterns.**

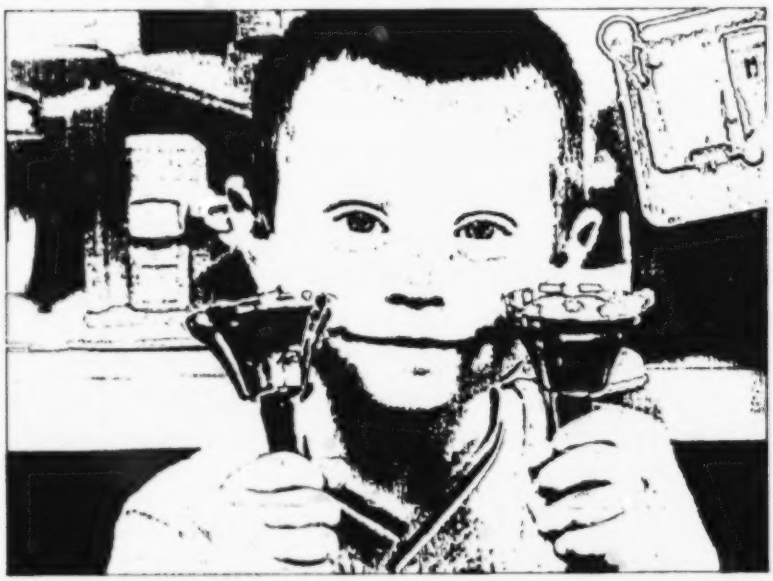
   Snapshot: Cheryl copies the pattern for a paper chain, alternating red and green paper strips.

2. **Makes comparisons between objects.**

   Snapshot: Jessica holds up two similar pencils and says, "These look the same, but one is shorter."

3. **Uses standard and non-standard measures (to determine object size).**

   Snapshot: Cindy uses her own feet by walking heel-to-toe to measure the length of her block house and then Barbara's block house . . . to find out which one is larger.



VI. SCIENCE
Domain/Content Area

(A) SCIENTIFIC METHODS

Standard: The child explores scientific methods.

PERFORMANCE INDICATORS

1. **Gathers information, investigates materials and observes processes and relationships.**

   Snapshot: Kelley plays with various items at the water table to see which ones sink and which ones float.

2. **Compares and contrasts objects and materials.**

   Snapshot: While in the block area, Rose tells the teacher, "These two blocks are the same size, but one is red and one is blue.

3. **Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.**

   Snapshot: Melissa places pennies one-by-one in each of two floating boats and says, "I'm seeing which boat will sink first."

VI. SCIENCE
Domain/Content Area

(B) SCIENTIFIC SKILLS

Standard: The child demonstrates scientific skills.

PERFORMANCE INDICATORS

1. **Collects, describes and records information through a variety of means, including discussion, drawings, maps and charts.**

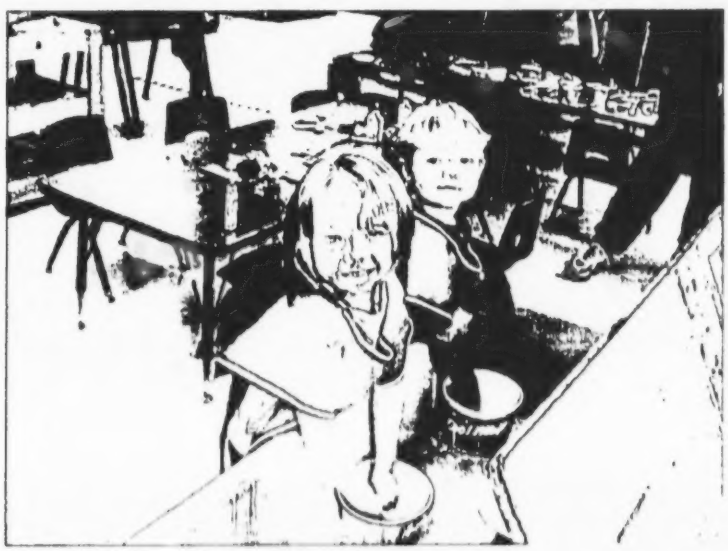
   Snapshot: Kim's preschool class makes a collage of items collected on a fall nature walk. The children show and tell about what they found; the teacher leads a discussion on the changes in nature that happen in the fall.

2. **Makes predictions, explanations and generalizations.**

   Snapshot: Beth looked outside and said, "I see dark clouds, maybe it is going to rain."

3. **Recognizes and solves problems through active exploration.**

   Snapshot: Mark wanted to stick feathers on his collage, but they wouldn't stick to the paste on his paper. He tried tape and then the stapler. He told his friend John that the stapler worked the best to put feathers on the edge, but not in the middle of his picture.



VI. SCIENCE
Domain/Content Area

(C) SCIENTIFIC KNOWLEDGE

Standard: The child acquires scientific knowledge.

PERFORMANCE INDICATORS

1. Explores the physical properties of objects and materials in the environment.

   Snapshot: Mary helped her son Jimmy pick out a variety of pumpkins, squash and gourds to bring to school. They talked about how they were the same and different, in color, texture, size, shape and weight.

2. Explores living things, their life cycles and habitats.

   Snapshot: Julia enjoys watching the variety of birds that come to the yard. She comments on what the different birds eat. "The robins eat the worms from the garden and the finches like the thistle seeds in the bird feeder."

3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.

   Snapshot: Rick tells the teacher, "The leaves are turning yellow, that means winter is coming soon.

"Young children are natural scientists: they are curious, full of wonder and eager to investigate. Young children do the work of scientists as part of their everyday lives-when they observe their surroundings, test things out and make discoveries. Using all their senses-touch, sight, smell, taste and hearing-to observe and learn about the world around them, they discover relationships of change and growth and cause and effect. This is scientific thinking."

Excerpted from '*Connecting Content, Teaching and Learning*'

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(A) GROSS MOTOR SKILLS

Standard: The child demonstrates control, balance, strength and coordination in gross motor tasks.

PERFORMANCE INDICATORS

1. Demonstrates basic loco-motor skills.

   Snapshot: Runs, jumps, hops, and gallops.

2. Uses outdoor gross motor equipment safely and appropriately.

3. Shows balance while moving.

   Snapshot: Jason runs and kicks a soccer ball.

4. Demonstrates coordination in gross motor activities.

   Snapshot: Lindsey pedals and steers a tricycle around the circular track.

5. Demonstrates ball-handling skills.

   Snapshot: Pam participates in a game of bounce and catch using a large playground ball.

6. Engages in adaptive physical activities as appropriate.

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(B) FINE MOTOR SKILLS

Standard: The child demonstrates coordination and strength in fine motor tasks.

PERFORMANCE INDICATORS

1. Demonstrates independence in self-help skills.

   Snapshot: Sarah cuts her pancake into bite-sized pieces.
   Mark zips his jacket by himself.

2. Uses a variety of materials to coordinate eye-hand movements.

   Snapshot: William use glue and paper strips to make a paper chain.

3. Uses tools for writing and drawing.

4. Cuts with scissors.

   Snapshot: Cindy cuts out several shapes to make a collage.

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(C) HEALTH PRACTICES

Standard: The child demonstrates positive health and safety practices.

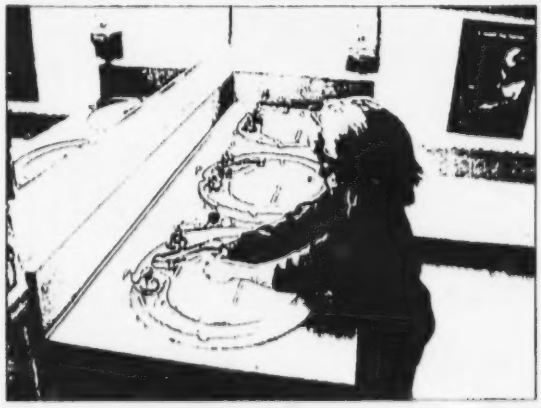
PERFORMANCE INDICATORS

1. Demonstrates independence in personal care and self-help skills.

   Snapshot: After breakfast, Kathy washes her face, combs her hair and brushes her teeth before going out to play.

2. Follows basic health and safety guidelines.

3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.



"Physical skills are important for future tasks in reading, writing, scientific exploration and math. When children string beads, line up shells or use the zipper on a self-help frame, they are refining their eye-hand coordination, their fine motor skills, and their sense of directionality."

Excerpted from "Connecting Content, Teaching and Learning"
D. Trister Dodge, L. Colter, C. Heroman

VIII. CREATIVE ARTS
Domain/Content Area

Standard: The child will use a variety of art forms as a vehicle for creative expression.

PERFORMANCE INDICATORS

(A) MUSIC AND MOVEMENT

1. Expresses self through movement and dancing.

2. Responds to different patterns of beat and rhythm in music.

3. Participates with increasing interest and enjoyment in a variety of musical activities.

(B) ART

1. Experiments with a variety of musical instruments.

2. Progresses in ability to create representations that are more detailed, creative or realistic.

   Snapshot: Marci draws a picture of herself and her dog next to her house. She adds a rainbow, sun and grass.

3. Experiments with a variety of art media.

(C) DRAMATIC PLAY

1. Participates in a variety of dramatic play activities.

   Snapshot: Joshua enjoys the dramatic play area. He has played the part of a restaurant cook, a dentist and even the "big bad wolf" when the teacher narrated the "Three Little Pigs" story.

2. Shows creativity and imagination in play.

A child learns about his world through play. Use your child's interests and age as a guide- if he doesn't want to play with a toy, it won't teach him anything, so you don't need to buy something because it is labeled "educational." Toy people are good for dramatic play activities, as are handmade sock puppets. Involve children in activities you do around your home. When you cook, let your child help read the recipe and stir ingredients. When you fold laundry, talk with your child about the size, shapes and colors or the clothing.

Excerpted from "*Connecting Content, Teaching and Learning*"

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Afton

September 23, 2002

Judy Catchpole
State Superintendent of Public Instruction
2300 Capitol Ave, 2nd Floor
Hathaway Building
Cheyenne, Wyoming 82002-0050

Dear Judy,

On behalf of the Wyoming State Board of Education, I am pleased to offer our endorsement of the Wyoming Early Childhood Readiness Standards.

Quality early childhood programs are proven to be the most effective intervention for young children who are at risk of school failure. The Wyoming Early Childhood Readiness Standards provide the framework teachers and program providers need to design developmentally appropriate curriculum and learning experiences for young children. The standards support early literacy-based practices, which provide young learners with the experiences they need to be successful in kindergarten. Just as the districts are held accountable for the education of public school children, so should preschool programs be held accountable for preparing young children for public school. The standards provide this vehicle for accountability.

The Wyoming State Board of Education supports the implementation of the Early Childhood Readiness Standards by preschools, Headstart, TANF-funded preschools and other providers of early childhood programs. We applaud the interagency collaboration that went into the development of these standards and remain committed in support of these efforts to improve results for all of Wyoming's preschool population.

Sincerely,

John Ehlers

John Ehlers
Chairman

JE:dkj

Judy Catchpole
State Superintendent

Annette Bubling, J.D.
Deputy Superintendent

Debbie Jorgensen
Executive Secretary

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Wyoming
Early Childhood
Development
Council

September 26, 2002

Judy Catchpole
Superintendent of Public Instruction
2300 Capitol Avenue, 2nd Floor
Cheyenne, Wyoming 82002-0050

Dear Judy,

On behalf of the Governor's Early Childhood Development Council, it gives me great pleasure to send this letter of endorsement for the new Wyoming Early Childhood Readiness Standards.

Research has shown that quality early care and education is one of the most effective ways to intervene and help young children succeed in school and in life.

These new standards will be a powerful tool for parents and providers. The Council believes that having standards will help all educators in the state as they work to develop curriculum to standards to assure positive outcomes for all children.

The Wyoming Early Childhood Development Council hopes to see great improvements in children being ready to learn when they enter school because of this articulate document which will help the children and families and early care and education providers in Wyoming. Thank you for your support in these efforts to improve results for all children.

Sincerely,

Christine E. Frude

Christine E. Frude
Chair
Wyoming Early Childhood Development Council

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